

For:

- English teachers
- English subject leaders



Qualifications
and Curriculum
Development
Agency

Active
Shakespeare:
Capturing
evidence of
learning

Designing *As You Like It* Exemplification level 6



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The *Active Shakespeare: Capturing evidence of learning* materials provide teachers with a way of building assessment into their ongoing teaching of Shakespeare that supports the periodic assessment of reading. The supporting exemplification materials give examples of evidence generated by pupils working at different levels and can be used as a resource and reference point for teachers. Each set of exemplification includes:

- examples of the pupil's classroom work drawing on the synoptic task and the reflection log
- commentary on the evidence at assessment focus (AF) level which contributes to a judgement on the pupil's overall reading level
- teacher observations contributing to the assessment judgement
- an assessment summary outlining the overall evidence that could contribute to a periodic reading judgement for the different AFs.

These *Active Shakespeare* materials provide a useful and varied range of written and oral evidence that will contribute towards a periodic review of pupils' progress in reading using the Assessing Pupils' Progress (APP) guidelines. Because the material relates to a single text and helps to generate evidence for selected assessment focuses only, it does not provide sufficient evidence on its own to make an overall judgement of a pupil's reading level.

Additional introductory activity: Handout 2

Reflection opportunity

Things I have learned about life at court and life in the forest.

Life at court is a harsh and dangerous matter. From what I have read, I have realised that at court, people are constantly arguing and at a disagreement. Nobody is happy and jealousy is a main factor. Life at court, was hard, there was no freedom. Celia and Rosalind had to escape in disguise to the forest of Arden, they were not allowed to leave of their own accord. It was an unhappy and insecure place. * Whereas the forest, is a happy and relaxed place. People spend there time singing and chopping wood. When in the forest, they are free from the perils and dangers of the court. The people kind and happy to help. The Duke gave Celia and Rosalind food, and welcomed them to the table. People at peace with each other.

Comments
consider wider
implications or
significance of
information,
events or ideas in
the text
AF3 L6 b2

In this evidence the pupil compares life at court: *it was an unhappy and insecure place* and in the forest: *a happy and relaxed place* and clearly considers the significance of the two environments and their influence on the characters. There is an implicit reference to the role of women with the necessity for disguise *they were not allowed to leave of their own accord*. The comments show that the pupil is making clear links between the characters, their actions and their environment (AF3 L6 b2).

STAGE 3

◆ Reflection opportunity 1: Life at court

Write some notes about what you have learned about the life and atmosphere of the court.

It might feel as though you are unwanted and unloud if you were Rosalind. Duke Frederick ordered that Rosalind go immediately from the court for her safety. He told her to leave straight away else she would die. You would feel confused and angry as to why you are being ordered to leave. Wanting to know the reason why. All of the words that stood were negative, these words stand out because they are powerful and as / I noticed, negative, eg mistrust, traitor, banished, anger, distrust, suspect. Images which stood out from the freeze frames were the strong movements used. As Duke Frederick entered a room in his palace, a strong feeling of power came across. He was surrounded by the lords who stood beside him and protected him. The image of sadness came across in Extract 1 with Rosalind and Celio. Their heads lowered and faces dropped. The court was a tense horrible place to be. Insecure and unhappy. Full of darkness and lack of space. You could make the court very dark and dull, full of high walls and many doors. Dull colours, grey, black and white; to help to create this sort of atmosphere. The change of position and expression / feeling stood out of the freeze frames.

Some drawing together of comments on how the writer's use of language contributes to the overall effect on the reader
AF5 L6 b2

General awareness of effect on the reader, with some, often limited, explanation
AF6 L5 b3

Here the pupil shows the ability to draw together comments on how language choices affect the reader, identifying the negative connotations of the vocabulary used and applying this to the way that the reader responds to the characters, for example you would feel *confused and angry as to why you are being ordered to leave* (AF5 L6 b2).

The pupil's discussion of the possible design elements show an awareness of the court as a place which is constricted *full of darkness and lack of space*, demonstrating a general awareness of the effect on the audience, although the explanation is undeveloped (AF6 L5 b3).

STAGE 3

Resource 3: Designing the court

Following your work on Act 1 Scene 3 make notes on your ideas for a set design for the court.

A Dull dark place, full of danger and insecurity.
High walls, small space, many doors. Little light.
Insecure, as though you are constantly looking
over your shoulder. Tight corners, high walls;
many passages. Just like a maze.

Comments
consider wider
implications or
significance of
information,
events or ideas
in the text
AF3 L6 b2

The pupil is able to consider the events at court that have been shown in the text and infer from them the wider implications of what life in the court must be like, for example *you are constantly looking over your shoulder* (AF3 L6 b2).



SYNOPTIC TASK: Final observations

To support the decisions you presented in your design proposal you need to write some final comments.

Commentary incorporates apt textual reference and quotation to support main ideas or argument
AF2 L6 b2

I used words and phrases from the text, to show me how to design my set. For the court, I found the negative words in the very first extracts useful. For example: "I had as lief thou didst break his neck as his finger. This showed me that tempers were high in the court and murder could happen. Therefore, I dabbed red paint on the dark floor to symbolise the red of blood and the so frequent fear of death. I also painted the court dark and black, this gave the feeling of a small, tense and cramped space. Words such as: upon mine honour, greatness, get you from our court, I trust thee not. These phrases inspired my use of gold in the court. Gold, in my opinion, a wealthy, powerful and proud colour. These lines were spoken by Duke Frederick, when he was banishing Rosalind to the forest. This represents life at court to be a cruel and harsh place. Duke Frederick ordered that Rosalind leave the court immediately. He told her to leave straight away or she would die. I tried to make this come across in my design of the court. Although appearing to be quite warm and inviting for the gold, it was very far from that. People at court were cold-hearted.

Some drawing together of comments on how the writer's use of language contributes to the overall effect on the reader
AF5 L6 b2

SYNOPTIC TASK: Final observations (continued)

Some explanation of how the contexts in which texts are written and read contribute to meaning
AF7 L5 b2

Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them
AF3 L6 b1

and distant. Material possessions meant a lot to the people at court in comparison to in the forest.

When Elizabeth I, followed by James VI, ^{was} on the throne, there were many attempts to kill them both. This may also be represented by the blood on the floor. In the 'As you like it' forest, there are many wild animals. The forest is seen as being free and beautiful, and the court is cruel and dangerous. In the forest, there are no boundaries. Wild animals, such as lions, snakes and deer wander through the trees, making the forest a rather dangerous place too.

'A green and gilded snake had wreathed itself ^{was} round, with her head, nimble in threats, approached the opening of his mouth'. This is part of an extract from Act 4, spoken by Oliver when he is explaining to Rosalind and Celia why Orlando can't meet them as arranged. Orlando had been savaged by a lion whilst saving Oliver's life.

'A lion, with udders all drawn dry, lay couching head or ground, with cat-like watch when that the sleeping man should stir - for 'tis the royal disposition of that beast, to prey on nothing that doth seem as dead'. This shows just how dangerous the forest is. This inspired me to put pictures of two wild animals in the forest to represent both the lion and the snake. We put little pink and red hearts, and scattered them over the forest floor, representing the blossom of love and happiness. Orlando hung love poems on the trees in praise of Rosalind. 'Hang there my verse in witness of my love.'

The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created
AF6 L6 b3

SYNOPTIC TASK: Final observations (continued)

Some drawing together of comments on how the writer's use of language contributes to the overall effect on the reader

AF5 L6 b2

Run, run Orlando, carve on every tree
The fair, the chaste and unexpressive she:
This showed me that the forest is a magical place, that casts a spell over the cruellest of people.

I mostly used the basis of colour to show the contrast between life at court and life in the forest. Bright fresh greens for the forest and besides the gold, dull dark colours for the court. We filled the forest with twigs, branches and moss to create a natural effect whereas we left the court bare, apart from a single pillar in the center. Me and [unclear] both had a good idea of what we wanted to do about the forest sky. We used a white fabric laden with silver sequins which look exactly like stars and draped it in the top inside of the box set. We wanted to create the effect of a free, never ending sky that could reach on forever. To create a contrast between the two scenes, we painted the ceiling of the court a dull black, simply four walls and nothing beyond that. We put a clock in the court to show the pressure of time, people in court life are constantly conscious of time. Whereas in the forest there is no clock, people are free to do what they want when they want. A relaxing and slowed down life. Rosalind dressed as a man - had arranged to meet Orlando to give him lessons about love. But he was late 'You should ask me what time o' day: there's no clock in the forest'. This was spoken by Orlando, in response to Rosalind's question: 'What is't o'clock?' This showed me the differen

The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created

AF6 L6 b3

Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them

AF3 L6 b1

Evidence for identifying main purpose precisely located at word/sentence level or traced through a text

AF6 L6 b1

SYNOPTIC TASK: Final observations (continued)

between life at court and life in the forest, because it is explaining that is no clock in the forest.

The play looks at the two contrasting environments of royal court and country forest. The contrasts are also between rich and poor. At the time Shakespeare wrote the play people living in the countryside were very poor. I used my knowledge of this and put a coin in the court to represent wealth, of mainly the Duke. Women are treated very differently to men in the court. Men are of higher status and have all of the power. We could have shown this with the use of figurines. Positioning the man higher up would show the power that males had. Or a larger male figure compared to a smaller female. Women in Elizabethan society had lower status than men. Dressing as a man let Rosalind approach Orlando in the forest and pretend to flirt with him. In Elizabethan times a woman couldn't make the first move like that. My knowledge of this inspired me to make a Rosalind figure, dressed as a man with a proud smile upon her face. The beaming smile represents the freedom Rosalind had when she was a man, and the bravery she needed. In those days it would have been considered wrong and dangerous to have two women wandering around the countryside without any men to protect them.

Next time, I would use my knowledge of the social, cultural and historical background more when designing the sets. I would also put

Some detailed discussion of how the contexts in which texts are written and read affect meaning
AF7 L6 b2

SYNOPTIC TASK: Final observations (continued)

a little more imagination into it.
 From others' presentations, there is one
 idea for the forest which I really liked.
 painted pink love hearts, one on
 each tree trunk, to represent the hanging love
 poems. I think this is a very effective idea
 because it is a perfect way of getting across
 the feeling of love and is different to any
 other ideas thought of by the class.
 One idea for the court which I really liked:
 put a wall in the center
 of the court, dividing the court into two. There is
 also a door linking the rooms. This is effective
 because it makes the court look smaller and
 more compact. I also like the idea of there being
 several walls, making it feel like a maze. Inside
 and unaware of where people are, and who is in
 the court with you to start with.

The effect on the
 reader clearly
 identified, with
 some explicit
 explanation as to
 how that effect
 has been created
AF6 L6 b3

In the synoptic task the pupil shows a strong understanding of the contrast between the Forest of Arden and The Court. On the first page he explains how Shakespeare's use of language influenced his set design, drawing together comments about how language choices affect the reader *For the court, I found the negative words in the very first extracts useful. For example: "I had as lief thou didst break his neck as his finger." This showed me that tempers were high in the court and murder could happen* (AF5 L6 b2). This section also demonstrated a commentary incorporating apt textual quotation (AF2 L6 b2).

There is clear evidence to show the pupil understands how the social and historical contexts of texts affect meaning and how this has influenced his design choice. On the second page for example, the pupil refers to the frequent political violence in Elizabethan times to explain a design choice and again on the fourth page the pupil applies his knowledge of the monarchy and the contrast between rich and poor in Elizabethan society to explain his design choices, *I used my knowledge of this and put a coin in the court to represent the wealth, of mainly the Duke* (AF7 L6 b2).

Throughout, the pupil uses inference securely based in textual evidence to explore layers of meaning in some detail, for example, in the comments on the second page about the wild animals in the forest (AF3 L6 b1).

There is also strong evidence of the pupil's ability to identify the writer's purpose and the effect of the text on the reader. The clock is established as a clear example of the contrast between courtly and forest life. Nature and freedom as opposed to confined, dark spaces are also discussed in terms of this contrast (AF6 L6 b1). The pupil is able to explain clearly the effect of the text on the reader, for example, the references to wild animals discussed on the second page *This shows just how dangerous the forest is* or the comment on the final page on the maze like quality of a classmate's set design, *Insecure and unaware of where people are, and who is in the court with you to start with* (AF6 L6 b3).

Assessment Summary

There is clear evidence in this selection of work that the pupil is beginning to develop an interpretation of the play with some detailed consideration of language, purpose and context. The synoptic task shows a development from initial ideas given in the more structured responses and the pupil connects clearly with the world of the Court and the world of the Forest. The range of work in the selection shows the pupil to be fulfilling most of the criteria for level 6 for AF5 and AF7, the two AFs specifically targeted in this assessment unit. In addition, there is evidence for AF2, AF3 and AF6.

AF5: The pupil is able to draw together comments on writer's use of language to explain his design choices and their likely effects on the audience. When questioned in class discussion about his design choices the pupil was able to offer detailed text based explanation of the decisions.

AF7: There is clear evidence throughout the selection of work of the pupil's understanding of the social and historical resource material encountered during the activities. The pupil shows awareness of a range of contextual information and has drawn upon it thoughtfully to inform design choices.

AF3: There is evidence throughout the selection of work that the pupil is able to use inference in relation to characters and situation to explore meanings in some detail and develop or support his ideas. For **AF2** also there is evidence throughout of the pupil's ability to use textual reference appropriately to make a point or support his ideas.

AF6: The work on writer's purpose and the effect on the reader is consistently strong.

About this publication

Who is it for?

Teachers and English subject leaders.

What is it about

Providing active and engaging ways to integrate Shakespeare in the ongoing periodic assessment of pupils' reading.

What is it for?

To support the teaching and assessment of Shakespeare at Key Stage 3.

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